Advanced Placement/Dual-Enrollment European History Syllabus

2009-2010 – Mr. Bunner

Pre – Requisite: 3.2 Q. P. A.

Course Objective

This course will aim to heighten students’ ability to see relationships and distinctions in European political, social, economic, and intellectual history. The study of history goes far beyond the mastery of content. The study of history is about developing critical skills that will serve students in college and as lifelong learners.

Objectively, this course will help students improve on the following skills:

* Time management, organization, and study skills
* Critical reading of primary and secondary sources
* Constructing and evaluating historical interpretations
* Ability to analyze historical evidence
* Essay writing and oral communication
* Ability to analyze and express historical understanding in writing.
* Cause-and-effect relationships
* Comparative analysis
* Making historical analogies
* Inductive and deductive reasoning
* Ability to understand of the principal themes in European history

Course Purpose

The AP/Dual-Enrollment European History course is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. The course is considered the equivalent of a full-year freshman collegesurvey course in Western Civilization. It is part of a cooperative endeavor by high schools, colleges, and the College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. The course is designed to prepare students for the College Board AP European History Exam in May. Performance on the AP European History Exam determines a student’s eligibility to earn college credit. Course curriculum, materials, and expectations are designed to prepare students for success with this three-hour exam. The overall purpose of this course, however, extends beyond the possibility of earning college credit by providing students the opportunity to develop skills and knowledge that will form a foundation for their continuing educational endeavors.

Course Description and Course Themes

AP European History develops an understanding of the main themes in modern European history, including political and diplomatic, intellectual and cultural, and social and economic history. Analyzing historical evidence and reading critical literary narratives is integrated into the chronologically ordered whole picture of the modern history of Europe. Using a college-level textbook, this course begins with the Middle-Ages and concludes with the demise of communism in Eastern Europe, the reunification of Germany, and the crisis of global terrorism. Aside from the **Kagan** text, which will be the course anchor, there will be a heavy emphasis on primary documents and other research sources throughout the class. What sets this course apart from an “honors” course is ***extensive*** reading of college level texts, combined with a heavy emphasis upon analytical skills that include forming and substantiating various historical hypotheses.

* The course emphasizes relevant factual knowledge about European history from 1300, including a review of the West before 1300, to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.
* The course teaches students to analyze evidence and interpretations presented in historical scholarship.
* The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.
* The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the *AP European History* *Course Description* for more information).

Major themes of the course include the basic chronology and major events and trends in European history from approximately 1300 to the present (some review of the West before 1300), as well as various interpretations of the European past. Significant emphasis is given to political and diplomatic history, intellectual and cultural history, and social and economic history.

These are the primary themes in **Modern European History** based on the course descriptions found in the materials of the College Board.

*The themes outlined below indicate some of the important areas that might be treated in an Advanced Placement course in European History. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the examination will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods*

***Intellectual and Cultural History: Examples***

* *Changes in religious thought and institutions* ***(Protestant Reformation)***
* *Secularization of learning and culture* ***(Rise of Humanism)***
* *Scientific and technological developments and their consequences* ***(Scientific Revolution)***
* *Major trends in literature and the arts* ***(Romanticism/Impressionism)***
* *Intellectual and cultural developments and their relationship to social values and political events* **(Existentialism)**
* *Developments in social, economic, and political thought* ***(Socialism; Fascism)***
* *Developments in literacy, education, and communication* ***(Rise of the Public Schools)***
* *The diffusion of new intellectual concepts among different social groups* ***(Print Culture)***
* *Changes in popular culture, such as the development of new attitudes toward religion, the family, work, and ritual* ***(Rise of the Middle Class)***
* Impact of global expansion on European culture **(EEC)**

***Political and Diplomatic History:***

* *The rise and functioning of the modern state in its various forms* ***(Rise of the Nation State)***
* *Relations between Europe and other parts of the world: colonialism, imperialism, de-colonization, and global interdependence* ***(Africa’s Partitioning)***
* *The evolution of political elites and the development of political parties and ideologies* ***(Whigs/Tories)***
* *The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions* ***(Chartism/Liberalism)***
* *The growth and changing forms of nationalism* ***(Italian Unification)***
* *Forms of political protest, reform, and revolution* ***(Women’s Movement)***
* *Relationship between domestic and foreign policies* ***(Industrialism/Imperialism)***
* *Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations* ***(Congress of Vienna)***
* *War and civil conflict: origins, developments, technology, and their consequences* **(WWI/Post War Europe)**

***Social and Economic History:***

* *The role of urbanization in transforming cultural values and social relationships* ***(Gender Roles and Labor)***
* *The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty* ***(Industrialism and Social Order)***
* *The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact*  ***(The Modern City)***
* *The development of commercial practices and their economic and social* *impact* ***(Factory System)***
* *The origins, development, and consequences of industrialization* ***(Industrial Revolution)***
* *Changes in the demographic structure of Europe, their causes and consequences* ***(Rise of the Middle Class)***
* *Gender roles and their influence on work, social structure, family structure, and interest group formation* ***(City Growth/Gender Roles)***
* *The growth of competition and interdependence in national and world markets* ***(Imperialism)***
* *Private and state roles in economic activity* ***(Command Economy)***
* *Development of racial and ethnic group identities (Pan-Slavism, German Racialism, anti-Semitism)* **(Racialism)**

Classroom Expectations

* ***Responsibility****:* Responsibility is the key to success, and the remedy for failure. No excuses - ever!
* ***Respect***: Respect the person and property of those around you.
* ***Right***: Right action, right effort, right speech, and right thought.
* ***Reflect*** *the 5 Ps - Be* ***P****rompt,* ***P****resent,* ***P****olite,* ***P****repared,* ***P****articipative*
* **NO** food, drink, or gum is permitted. Water, and only water, is always ok.
* Cell phones, iPods, and other "toys" are not allowed.
* Hall Passes: 2 per semester. No passes during lectures, exams, quizzes, videos, or when we have a sub.
* Late homework will ***NEVER*** be accepted without a **full-day excused** readmit.
* No credit will be given for incomplete or sloppy homework. If you’re tardy, so is your homework.
* Neatness, spelling, and grammar ***ALWAYS*** count!

The Washington School District plagiarism and cheating policy will be strictly enforced - no exceptions! In addition to the consequences of the school-wide policy, any violation forfeits **ALL** participation and extra credit points for the semester.

All students enrolled in AP European History are expected to take the AP European History exam on ***Friday, May 7, 2010***. The Washington School District has pledged to cover all costs associated with the College Board AP Exam and the Dual-Enrollment program as well.

**Extra Classes**: Four Saturday classes will be scheduled during the weeks leading up to the AP Euro Exam.

**The AP European History Exam**: (Afternoon session - 12:00p, Friday, 7 May 2010)

Length: 185 minutes (3 hrs, 5 min)

Format: *multiple-choice document-based question (DBQ) free-response question (FRQ)*

55 minutes 15 min read / 45 min write 70 minutes total

80 questions 1 DBQ with up to 12 documents choose 2 of 6 (1 per 3)

Weight: 50% 22.5% 13.75% + 13.75%

Course Format

This course will be taught as a seminar, which means that each student will play a vital role in the learning process. This course will include a tremendous amount of discussion. In the traditional seminar, students are responsible for completing outside readings so that the interpretation of the literature can be discussed for deeper analysis and understanding in class. As part of class participation, each student is expected to guide a class session over an assigned problem and/or concept.

**A detailed monthly schedule for the course is listed in the AP/Dual-Enrollment European History Curriculum Map and the AP Audit Syllabus. These documents are posted on the class website.**

Texts - includes, but is not limited to the following:

**Kagan, Donald, Ozment, Steven, Turner. Frank M,** The Western Heritage. Combined Volume 9th Edition**,** 2007

**Primary Sources:**

* **Kagan, Donald, Ozment, Steven, Turner. Frank M,** The Western Heritage. Documents Set Vol. I to 1715, Combined Volume 9th Edition**,** 2007
* **Kagan, Donald, Ozment, Steven, Turner. Frank M,** The Western Heritage. Documents Set Vol. II Since 1648, Combined Volume 9th Edition**,** 2007

Video – includes, but is not limited to:

"The Western Tradition." *Annenberg Media-The Western Tradition Series*. Web. 10 Jun 2007. <http://www.learner.org/resources/series58.html>.

Grading

All necessary forms may be obtained from the class website: <http://apeuroprexies.weebly.com> or the district Edline class site.

**Grading scale:**

A+ 97.00

A 93.00

A- 90.00

B+ 87.00

B 83.00

B- 80.00

C+ 77.00

C 73.00

C- 70.00

D+ 67.00

D 63.00

D- 60.00

F 0.00

**Grading breakdown:**

Homework: 25%

Class work: 15%

Tests: 35%

Projects 15%

Participation 10%

**Homework, Class work, & Participation**

The course provides students with frequent practice in writing analytical and interpretive essays such as Document based Questions (DBQ) and Thematic Essays Homework will consist of chapter readings, chapter outlines, critical thinking questions and thematic essays, reflective journal entries, and one DBQ per chapter. Students will be afforded approximately ten calendar days to complete chapter assignments. Class work grades will consist of reflective journal entries, current-events connection journals (connecting past history to the present world and your personal decision-making process), and group presentations based on in-class collaborative activities following instruction and directed, exploratory, and reflective discussions. Participation grades will be based on class attendance and study-group team participation, participation in discussions and collaborative work, class website participation (accessing site tools and blogs). All homework, class work, and participation grades will be guided and graded by various rubrics that will be issued to students in advance and posted on the class website as well.

**Testing**

Students will take objective exams covering material from the textbook, supplemental readings, discussions, and lectures. The design of each two-day/two-chapter test, mid-term exam, and final exam will be the same as the College Board AP Exam in May, including 80 multiple-choice questions, a DBQ, and two essay questions.

**Projects**

1. End of semester 1 - Students will research and present in atlas form the history, geography, economy, politics, culture, and other items of interest of the 191 countries of the world. They will present their sixteen countries to the class orally and in written form to the teacher. They will also study the ancient civilizations of Egypt, Rome, and Greece as well as the mythologies of each of those civilizations.

2. End of semester 2 – Between College Board AP Exam (1st week in May) until the end of the semester - A collaborative group project, constructivist in design, will be completed per group and project guidelines and rubrics. The intent of the final project is to plan, organize, design, and create a tool to educate posterity in our subject area.